



ROBERT E. CASHION ELEMENTARY

1500 Fork Shoals Road
Greenville, SC 29605

Grades	PK-5 Elementary School	
Enrollment	653 Students	
Principal	Shirley S. Chapman	864-355-8000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

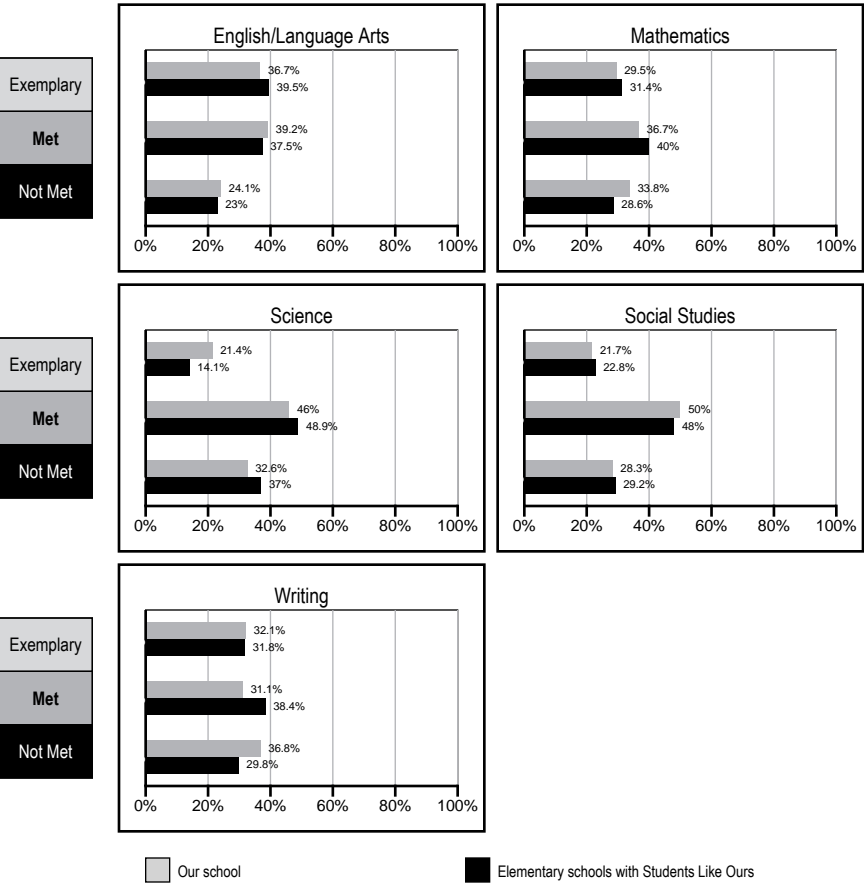
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	24	90	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=653)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.5%	1.2%	1.2%
Attendance rate	96.4%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	14.0%	Up from 12.0%	11.3%	11.7%
With disabilities other than speech	12.7%	Down from 14.0%	8.7%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	54.5%	No Change	60.0%	60.5%
Continuing contract teachers	88.6%	Up from 84.1%	86.0%	84.6%
Teachers with emergency or provisional certificates	2.6%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Down from 92.9%	88.8%	87.0%
Teacher attendance rate	97.8%	Up from 96.5%	95.3%	95.4%
Average teacher salary*	\$45,740	Up 0.8%	\$47,215	\$47,288
Professional development days/teacher	11.8 days	Up from 10.9 days	10.7 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.1 to 1	19.1 to 1	19.2 to 1
Prime instructional time	94.4%	Up from 92.7%	90.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,292	Down 1.2%	\$7,524	\$7,548
Percent of expenditures for instruction**	71.6%	Up from 70.1%	67.4%	68.7%
Percent of expenditures for teacher salaries**	68.0%	Up from 67.6%	64.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Robert E. Cashion Elementary School is a beautiful facility that opened its doors in August of 2003. The school owes its heritage and thanks for a strong foundation to one who lovingly and professionally served students of Greenville County for 40 years, Mr. Robert E. Cashion. The school is located in the Southern end of Greenville County on Fork Shoals Road across from Bonnie Brae Golf Course. The new facility serves students in four year old kindergarten through fifth grade. The school received a Southern Association of Colleges and School Accreditation Peer Review during the 2005-06 school year. The review team rated the total school program as exemplary, and recommended the school's continued accreditation. In the spring of 2009, the School District of Greenville County received National Accreditation.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 BSAP test scores had established the baseline data. The 2008-09 school year ushered in a new assessment, the PASS. During the years of PACT and the one year of PASS, our test scores have continued to affirm that all students are achieving. The school's Absolute rating has remained average. The school's improvement rating was AT-Risk during the last years of PACT. The downgrading of the improvement score continued to be the results of not meeting AYP. Although our special education population is not making the AYP target improvements, they continue to meet their IEP improvement goals and objectives. On our 2008-09 school report card, our Improvement Rating increased to Below Average. Robert E. Cashion is constantly in pursuit of the highest academic achievement for every student.

We are continuing to do yearly need assessments to determine the best ways to meet the academic needs of all our students. As a result of our needs assessment, we will be focusing on the following goals for the 2010-11 school year: Using effective methods and instructional strategies that are researched based to strengthen the core academic program; increasing the quality of learning time; providing high-quality and ongoing professional development for teachers that support best practices for teaching all academic subjects; and increasing parental and community involvement in the school.

The school staff, students, parents and community partners work consistently to convey a caring and nurturing atmosphere where positive social, emotional, physical and educational growth of students is apparent. It is the mission of school to see that our COMETS and staff are "Lighting the Way to Achievement and Dreams!"

Shirley S. Chapman, Principal
Dawn Lavoie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	86	32
Percent satisfied with learning environment	88.6%	82.6%	83.9%
Percent satisfied with social and physical environment	97.7%	90.5%	90.6%
Percent satisfied with school-home relations	84.1%	89.2%	81.3%

* Only students at the highest elementary school grade level and their parents were included.

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	309	98.4	24.1	39.2	36.7	87.1	84.7	83.5	Yes	Yes
Gender										
Male	168	99.4	27	38.2	34.9	87.5	81.3	80.1	N/A	N/A
Female	141	97.2	20.6	40.5	38.9	86.5	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	109	99.1	9.2	43.9	46.9	93.9	90	89.6	Yes	Yes
African American	160	97.5	35.7	32.9	31.5	81.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	35	100	15.2	54.5	30.3	87.9	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	56	91.1	63.3	24.5	12.2	51	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	17.9	46.4	35.7	89.3	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	210	98.1	29	42.6	28.4	84.2	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	309	100	33.8	36.7	29.5	78.4	82	80.4	Yes	Yes
Gender										
Male	168	100	32.2	38.2	29.6	80.9	80.5	78.4	N/A	N/A
Female	141	100	35.7	34.9	29.4	75.4	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	23.5	39.8	36.7	84.7	87.7	87.8	Yes	Yes
African American	160	100	42	35	23.1	76.2	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	35	100	24.2	39.4	36.4	75.8	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	56	100	69.4	20.4	10.2	44.9	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	28.6	32.1	39.3	71.4	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	210	100	38.8	38.3	23	74.9	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	208	100	32.6	46	21.4	67.4	70.6	67.3
Gender								
Male	111	100	35.4	42.4	22.2	64.6	70.1	66.9
Female	97	100	29.5	50	20.5	70.5	71.1	67.7
Racial/Ethnic Group								
White	72	100	20	44.6	35.4	80	80.2	79.6
African American	111	100	42.9	43.9	13.3	57.1	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	23	100	22.7	59.1	18.2	77.3	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	35	100	66.7	26.7	6.7	33.3	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	18	100	22.2	55.6	22.2	77.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	141	100	39.3	49.2	11.5	60.7	57.1	55.4

Social Studies

All Students	210	100	28.3	50	21.7	71.7	73.2	70.9
Gender								
Male	114	100	28	49	23	72	72.8	70.1
Female	96	100	28.6	51.2	20.2	71.4	73.7	71.7
Racial/Ethnic Group								
White	72	100	23.4	48.4	28.1	76.6	79.8	79.2
African American	105	100	32.2	54.4	13.3	67.8	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	29	100	22.2	44.4	33.3	77.8	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	39	100	57.6	39.4	3	42.4	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	23	100	27.3	31.8	40.9	72.7	69	68
Socio-Economic Status								
Subsidized meals	147	100	32.8	53.6	13.6	67.2	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	307	98.7	35.6	31.6	32.7	64.4	74	72.1	96.4	96.2
Gender										
Male	167	98.8	41.1	31.8	27.2	58.9	67.2	65.2	96.4	96.2
Female	140	98.6	29	31.5	39.5	71	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	112	98.2	25.8	34	40.2	74.2	81.6	80.8	95.9	96.1
African American	155	98.7	43.3	29.1	27.7	56.7	58.6	59.7	96.7	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	96.6	97.5
Hispanic	35	100	30.3	36.4	33.3	69.7	63.1	64.6	96.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	99.7	94.8
Disability Status										
Disabled	64	100	71.7	20	8.3	28.3	29.5	27.7	95.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	29	100	28.6	39.3	32.1	71.4	62.9	63.7	96.7	97
Socio-Economic Status										
Subsidized meals	209	99	41.2	31.9	26.9	58.8	61.1	61.9	96.2	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	99.1	24.8	34.7	40.6	75.2
	4	99	100	37	32.6	30.4	63
	5	127	100	26.3	36.4	37.3	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	95.1	23.4	30.9	45.7	76.6
	4	109	100	19.4	43	37.6	80.6
	5	98	100	29.7	44	26.4	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	29.7	35.6	34.7	70.3
	4	99	100	30.4	47.8	21.7	69.6
	5	127	100	36.4	51.7	11.9	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	31.9	31.9	36.2	68.1
	4	109	100	25.8	34.4	39.8	74.2
	5	98	100	44	44	12.1	56
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	24.5	43.4	32.1	75.5
	4	99	100	25.8	58.1	16.1	74.2
	5	65	100	23.3	58.3	18.3	76.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	38.3	36.2	25.5	61.7
	4	109	100	28	52.7	19.4	72
	5	49	100	36.2	42.6	21.3	63.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	56	100	27.1	41.7	31.3	72.9
	4	99	100	19.4	60.2	20.4	80.6
	5	62	100	36.2	48.3	15.5	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	36.2	46.8	17	63.8
	4	109	100	21.5	53.8	24.7	78.5
	5	49	100	34.1	45.5	20.5	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	109	98.2	20.8	15.8	63.4	79.2
	4	99	100	43.5	37	19.6	56.5
	5	126	100	21.8	42.9	35.3	78.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	96.2	37.4	30.8	31.9	62.6
	4	106	100	35.5	29	35.5	64.5
	5	96	100	34.1	35.2	30.8	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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